Psychology	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Social Studies	*1 term*
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	*2016*
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
N/A	*12/2021*
PRIMARY RESOURCE ***if applicable***	
The use of primary and secondary sources are built in each unit to support the priority inquiry standards. These skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions. *-AND-* *Psychology: Principles in Practice, 2010 (Holt McDougal) - 978-0-55-400401-3*	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE
Psychology explores the fascinating subject of human behavior and the mind. It seeks to explain why people think, feel, and behave the way they do. The subject matter of psychology is the individual. Through a variety of classroom activities and experiments, you will be introduced to basic principles of psychology such as various approaches to psychology, biological basis of behavior, learning, memory and personality development.

ENDURING UNDERSTANDINGS	**ESSENTIAL QUESTIONS**
CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time	Why is the past important to us today?

human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do geography, climate, and resources affect the way people live and work?
INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do individuals develop over time? How do external factors influence our identity and behavior?
INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How am I influenced by institutions? How do institutions change? What is my role in institutional change?
POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.	How do different political and economic systems affect civic life?
PRODUCTION, DISTRIBUTION, AND CONSUMPTION:	What impacts a person's way of life or standard of living?

People have wants that often exceed the limited resources available to them.	How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?
SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	How do technology influence social and cultural change in a global society?
GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.	How does diversity impact society?
CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	What knowledge and skills are needed to participate effectively in our political system? What is the role of the citizen in the community and the nation, and as a member of the world community?
PRIORITY CONTENT STANDARDS	**PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS**
Standard SS.BH1: Wisconsin students will *examine* individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)	Standard SS.Inq1: Wisconsin students will *construct* meaningful questions that *initiate* an inquiry
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Standard SS.Inq2: Wisconsin students will *gather* and *evaluate* sources
Standard SS.Econ1: Wisconsin students *use* economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will *develop* claims using evidence to *support* reasoning.
Standard SS.Geog1: Wisconsin students will *use* geographic tools and ways of thinking to *analyze* the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will *communicate* and *critique* conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect.*	Standard SS.Inq5: Wisconsin students will *be civically engaged.*
Standard SS.PS2: Wisconsin students will *examine and interpret* rights, privileges, and responsibilities in society. (K-5 ONLY)	

Standard SS.PS4: Wisconsin students will *develop and employ* skills for civic literacy.	

Foundations of Psychology	
ESSENTIAL QUESTION(S)	
CULTURE: What is culture? What roles does culture play in human and societal development?	
TIME,CONTINUITY, CHANGE: Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?	
INDIVIDUALS, GROUPS, & INSTITUTIONS: How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
BH1.a: Individual cognition, perception, and behavior	I explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect*.	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will *construct* meaningful questions that *initiate* an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
	I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.
Standard SS.Inq3: Wisconsin students will *develop* claims using evidence to *support* reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will *communicate* and *critique* conclusions.	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).
	I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH2.b: Cultural patterns	I critique interpretations of how different cultures interact with their environment.
DISCIPLINARY CONCEPT	**KEY UNIT CONTENT**
Theories and perspectives in authentic contexts, Nature v Nurture	I can explain how psychology developed as a science and the various approaches used to study human behavior. I can explain the need for psychological science, the challenges in explaining human behaviors, and the means by which psychologists seek to scientifically explain those behaviors in light of those challenges.
COMPELLING UNIT QUESTION	
Which perspective best explains human behavior and mental processing in psychology?	
SUPPORT QUESTION 1	**SUPPORT QUESTION 2**
How did psychology develop as a science?	What are the seven approaches to contempory psychology?
FORMATIVE ASSESSMENT TASK	**FORMATIVE ASSESSMENT TASK**
Jigsaw reading on psychology's roots and milestones with a written summary where students reflect on which perspective they agree or disagree with, concept map/timeline that shows the development of psychological thought, free response questions, etc.	Free response question, quick write/exit ticket for strengths and limitations of various perspectives, etc.
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***
Course Textbook: Psychology, Principles in Practice (Holt McDougal) Credible, reliable and relevant sources, primary sources, newspapers, databases, newslea, AVID weekly, etc.will be used to complete the formative task.	Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, newslea, AVID weekly, etc.will be used to complete the formative task.
SUPPORT QUESTION 3 *(if applicable)*	**SUPPORT QUESTION 4 *(if applicable)***
How do we conduct research in psychology?	N/A
FORMATIVE ASSESSMENT TASK	**FORMATIVE ASSESSMENT TASK**
Make a chart of the three types of research methods, Jigsaw reading on various research methods with a written reflection on the strengths and limitations, concept map connecting and contrasting the methods, free response question, case study analysis, debate over ethics, etc.	N/A
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***

Course Textbook: Psychology, Principles in Practice (Holt McDougal) Credible, "Is Language Innate or Learned?" (Nature v Nurture Case Study), reliable and relevant sources, primary sources, newspapers, databases, newslea, AVID weekly, etc.will be used to complete the formative task.	N/A

SUMMATIVE ASSESSMENT TASK(s)
Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.

CIVIC ENGAGEMENT
Students may engage in a structured academic controversy or socratic seminar regarding the perspective of psychology they agree with most or least. Students may participate in a constructive debate on psychology's "Nature v Nurture" debate.

Biological Bases of Behavior	
ESSENTIAL QUESTION(S)	
SCIENCE, TECHNOLOGY, & SOCIETY: How does technology influence social and cultural change in a global society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect*.	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq3: Wisconsin students will *develop* claims using evidence to *support* reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).
	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will *communicate* and *critique* conclusions.	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).
	I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH4.a: Progression of technology	I evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures.
DISCIPLINARY CONCEPT	**KEY UNIT CONTENT**
	I can explain neural communication and how neurotransmitters and other chemicals influence behavior.
Structures of the nervous system, States of Consciousness, Nature v Nurture	I can explain how the brain sends and receives messages through the central nervous system, peripheral nervous system and the endocrine system.

	I can identify and describe the brain's structures and functions and explain the complex interplay between those structures and functions.
	I can describe various states of consciousness and their impact on behavior.
COMPELLING UNIT QUESTION	
How do biological and environmental factors interact to influence our behaviors and mental processes?	
SUPPORT QUESTION 1	**SUPPORT QUESTION 2**
What are the structures and functions of the nervous system?	What role do various neurotransmitters play in influencing behavior and mental processes?
FORMATIVE ASSESSMENT TASK	**FORMATIVE ASSESSMENT TASK**
Labeling of the brain, creating a model of a neuron, applying parts of the brain to explain human behaviors (ex: driving a car), diagram of the subdivisions of the nervous system	Super-neurotransmitters, Brain/Neuron App, written application of neurotransmitters to various behaviors, etc.
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***
Course Textbook: Page 86-88 Nature v Nurture debate in Psychology, Principles in Practice (Holt McDougal), 2 minute Neuroscience Video, Evolutionary Psychology Survey, Crash Course Psychology Videos, Blank Neuron and Brain Diagrams, Credible, reliable and relevant sources, primary sources, newspapers, databases, newslea, etc.will be used to complete the formative task.	Course Textbook: Brain and Neuron resources in Psychology, Principles in Practice (Holt McDougal), 2 minute Neuroscience Video, Crash Course Psychology Videos, Blank Neuron and Brain Diagrams, Credible, reliable and relevant sources, primary sources, newspapers, databases, newslea, etc.will be used to complete the formative task.
SUPPORT QUESTION 3 *(if applicable)*	**SUPPORT QUESTION 4 *(if applicable)***
What are the various states of conciousness?	N/A
FORMATIVE ASSESSMENT TASK	**FORMATIVE ASSESSMENT TASK**
dream/sleep log, case studies on brain injuries, case studies on sleep disorders, Mouse Party Drug Simulation, exit ticket, etc.	N/A
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***
Course Textbook: Principles in Practice (Holt McDougal), Why We Dream? Article and Analysis, Mouse Party, Crash Course Psychology Videos, "The Mind...Explained" episode on Dreams, Credible, reliable and relevant sources, primary sources, newspapers, databases, newslea, etc.will be used to complete the formative task.	N/A
SUMMATIVE ASSESSMENT TASK(s)	
Construct an argument that addresses the compelling question using specific claims and relevant evidence that support specialized brain/body systems and structures.	
CIVIC ENGAGEMENT	
Students may keep a sleep and dreaming log and actively track the quality of their sleep. For the duration of their log, students will work with a partner and engage in techniques to improve the quality of their sleep and share their learning with their peers.	

Learning	
ESSENTIAL QUESTION(S)	
PRODUCTION, DISTRIBUTIONS, & CONSUMPTION: What impacts a person's way of life or standard of living? How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?	
INDIVIDUALS, GROUPS, & INSTITUTIONS: How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
BH1.a: Individual cognition, perception, and behavior	I analyze biological and environmental factors that influence a person's cognition, perception, and behavior.
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect*.	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq2: Wisconsin students will *gather* and *evaluate* sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources
	I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Standard SS.Inq3: Wisconsin students will *develop* claims using evidence to *support* reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).
	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
DISCIPLINARY CONCEPT	**KEY UNIT CONTENT**
Learning, Behaviorism, Conditioning, Associative Learning	I can describe the elements of classical conditioning and its processes, and assess its applications in everyday life.
	I can describe the elements of operant conditioning and its processes, and assess its applications in everyday life.
COMPELLING UNIT QUESTION	
Are we solely the result of our conscious and unconscious associations?	
SUPPORT QUESTION 1	**SUPPORT QUESTION 2**
What is classical conditioning?	What is operant conditioning?
FORMATIVE ASSESSMENT TASK	**FORMATIVE ASSESSMENT TASK**
free response question, students generate a question/scenario and apply learning principles, index cards with definitions/concepts, etc.	free response question, students generate a question/scenario and apply learning principles, index cards with definitions/concepts, etc.
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***
Course Textbook: Principles in Practice (Holt McDougal), Videos on Ivan Pavlov's Classic Conditioning study, Classical Conditioning worksheet and activity, John B. Watson's "Little Albert" Case Study, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, newslea, AVID weekly, etc.will be used to complete the formative task.	Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, newslea, AVID weekly, etc.will be used to complete the formative task. Course Textbook: Principles in Practice (Holt McDougal), Punishment v Reinforcement Practice Questions, Operant v Classical Conditioning Case Studies, Article on BF Skinner, etc.
SUPPORT QUESTION 3 *(if applicable)*	**SUPPORT QUESTION 4 *(if applicable)***
How do we learn through observation?	N/A
FORMATIVE ASSESSMENT TASK	**FORMATIVE ASSESSMENT TASK**
free response question, students generate a question/scenario and apply learning principles, index cards with definitions/concepts, etc.	N/A
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***
Course Textbook: Principles in Practice (Holt McDougal), Albert Bandura's Bobo Doll experimental case study and video, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, newslea, AVID weekly, etc.will be used to complete the formative task.	N/A
SUMMATIVE ASSESSMENT TASK(s)	

Construct an argument that addresses the compelling question using support to emphasize the varied utility of different forms of conditioning.
CIVIC ENGAGEMENT
With a group, students will collaborate to create various skits that demonstrate the differences between classical conditioning, operant conditioning, and observational learning. Their peers will analyze their skits to determine what type of learning is being demonstrated.

Memory and Personality	
ESSENTIAL QUESTION(S)	
GLOBAL CONNECTIONS: How does diversity impact society?	
INDIVIDUALS, GROUPS, & INSTITUTIONS: How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
BH1.b.: Personal identity and empathy	I analyze the effects of discrimination (culture, ethnicity, race, age, religion, gender, and social class) on a person's self-image, ability to emphatize, and personal identity when interacting with others.
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect*.	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will *construct* meaningful questions that *initiate* an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
	I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.
Standard SS.Inq3: Wisconsin students will *develop* claims using evidence to *support* reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).
	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.

Standard SS.Inq4: Wisconsin students will *communicate* and *critique* conclusions.	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).
	I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
Standard SS.Inq5: Wisconsin students will *be civically engaged.*	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	**KEY UNIT CONTENT**
Memory Systems, Types of Memories, Personality Theories, Personality Inventories	I can describe the 'systems' of memory and explain how people process and encode new information into memory.
	I can explain how information is stored in and retrieved from long term memory, and evaluate the factors that contribute to memory failure and false memories.
	I can apply theories and perspectives of personality in authentic contexts.
COMPELLING UNIT QUESTION	
Which theory of personality best describes human behavior and mental process?	
SUPPORT QUESTION 1	**SUPPORT QUESTION 2**
What is personality and how is it measured?	What are the various theories of personality?
FORMATIVE ASSESSMENT TASK	**FORMATIVE ASSESSMENT TASK**
exit ticket, personality inventories, short answer questions, etc.	Free response question, quick write/exit ticket for strengths and limitations of various theories, etc.
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***
Course Textbook: Principles in Practice (Holt McDougal), Personality Inventories (Myers Briggs, Trait Theory, Psychoanalysis, etc), Phineas Gage case stud/article, Credible, reliable and relevant sources, primary sources, newspapers, databases, etc.will be used to complete the formative task.	Course Textbook: Principles in Practice (Holt McDougal), Personality Inventories (Myers Briggs, Trait Theory, Psychoanalysis, etc), "The Happiness Gap" New York Times article, Credible, reliable and relevant sources, primary sources, newspapers, databases, etc.will be used to complete the formative task.
SUPPORT QUESTION 3 *(if applicable)*	**SUPPORT QUESTION 4 (*if applicable)***
What roles does culture play in personality development?	What roles do memory and thinking play in our behavior?
FORMATIVE ASSESSMENT TASK	**FORMATIVE ASSESSMENT TASK**
Reading case studies on personality, exit tickets, personality inventories, short answer questions, etc.	Memory tests, memory recall/retrieval activities, mnemonic devices, short answer questions, exit tickets, concept maps that show connections between memory systems and memory failures, etc.
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***

Course Textbook: Principles in Practice (Holt McDougal), Personality Inventories (Myers Briggs, Trait Theory, Psychoanalysis, etc), "The Happiness Gap" New York Times article, "The Happiness Advantage" article, Credible, reliable and relevant sources, primary sources, newspapers, databases, etc.will be used to complete the formative task.	Course Textbook: Principles in Practice (Holt McDougal), Memory Assessments, The Mind Explained (memory episode), Eye Witness Testimony credibility article/video, Elizabeth Loftus Ted Talk on memory and false memories, Credible, reliable and relevant sources, primary sources, newspapers, databases, etc.will be used to complete the formative task.
SUMMATIVE ASSESSMENT TASK(s)	
Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing personality perspectives and memory systems.	
CIVIC ENGAGEMENT	
Students may take personality inventories, share them with family and friends, and interpret the results using the personality theory they selected. Students may create 2-minute commericals advertizing the cause and effect behind happiness as it relates to personality.	

d		UNIT 1	UNIT 2	UNIT 3	UNIT 4
BH1.a: Individual cognition, perception, and behavior	I explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.	x		x	x
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	x	x	x	x
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect.*	I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;	x	x	x	x
	-I evaluate how different groups and individuals contributed to the event or cause	x	x	x	x
	I evaluate multiple events from different perspectives using primary and secondary sources, and	x	x	x	x
	-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.	x	x	x	x
Standard SS.Econ1: Wisconsin students *use* economic reasoning to understand issues.	CHOICES & DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknessses of alternative options) on a real-world situation and how those choices are reflected in economic markets.				
	INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.				
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	*CIVIL RIGHTS & CIVIL LIBERTIES* *-I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.*				
	-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups				
	FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens.				
	-I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).				
	I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.				
	-I evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, c ivil rights groups, Indigenous peoples, LGBTQ).				

d		UNIT 1	UNIT 2	UNIT 3	UNIT 4
	-I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.				
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)					
Standard SS.Inq1: Wisconsin students will *construct* meaningful questions that *initiate* an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.	x			x
	I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.	x			x
Standard SS.Inq2: Wisconsin students will *gather* and *evaluate* sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources			x	
	I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.			x	
Standard SS.Inq3: Wisconsin students will *develop* claims using	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.	x	x	x	x
	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).	x	x	x	x
	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	x	x	x	x
Standard SS.Inq4: Wisconsin students will *communicate* and *critique* conclusions	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).	x	x		x
	I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.	x	x		x
Standard SS.Inq5: Wisconsin students will *be civically engaged.*	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.				x